THE EFFECTIVENESS OF LEGEND STORY "LAKE TOBA" TOWARDS STUDENTS' READING COMPRHENSION SKILL AT SMP NEGERI 19 MAKASSAR

SKRIPSI

Submitted to the Faculty of Teacher Training and Education in Partial fulfillment of the Requirement for the Research Proposal

AINAH ABDULLAH
4510101105

ENGLISH EDUCTION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY "45" MAKASSAR
2013

SKRIPSI

THE EFFECTIVENESS OF LEGEND STORY "LAKE TOBA" TOWARDS STUDENTS' READING COMPRHENSION SKILL AT SMP NEGERI 19 MAKASSAR

Arranged and Submitted by

AINAH ABDULLAH
NIM 4510101105

Has been defended in front of Skripsi Examination Committee on 17 th December 2013

Approved by

Supervisor I	Supervisor II
Dra. Dahlia D.Moelier M.Hum	**Rampeng, S.Pd., M.Pd**
NIDN. 0912096701	**NIDN. 0916047806**

Known by

Dean of Faculty of Teacher Training and Education	Head of English Education Department
Prof. Dr. Muh. Yunus, M.Pd	**Rampeng,S.Pd., M.Pd**
NIDN. 0031126204	**NIDN. 0916047806**

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengam judul THE EFFECTIVENESS OF LEGEND STORY "LAKE TOBA" TOWARDS STUDENTS' READING COMPREHENSION SKILL AT SMP NEGERI 19 MAKASSAR beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/sanksi apabila dikemudian hari ditemukan adanya perbuatan tercelah yang melanggar etika keilmuan dalam karya saya ini.

Makassar, December 2013

Yang membuat pernyataan

AINAH ABDULLAH

ABSTRAK

Ainah Abdullah. 2013. *The Effectiveness of Legend Story "Lake Toba" Towards Students' Reading Comprehension Skill at SMP Negeri 19 Makassar"*. (Dibimbing oleh Dra. Dahlia D.Moelier M.Hum dan Rampeng,S.Pd., M.Pd).

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan Legend Story (Lake Toba) dapat meningkatkan kemampuan siswa dalam memahami isi bacaan dan mampu mengatasi kesulitan yang dihadapi siswa dalam memahami isi bacaan atau wacana. Permasalahan yang diangkat adalah dapatkah Legend Story (Lake Toba) meningkatkan pemahaman membaca siswa SMP Negeri 19 Makassar.

Penelitian ini adalah penelitian Pre-eksperimen yang dilakukan pada siswa SMP Negeri 19 Makassar kelas VI – 2 SMP yang berjumlah 40 siswa. Jumlah populasi dalam penelitian ini adalah 201 siswa kelas VI SMP Yang terbagi ke dalam 5 kelas.

Hasil analisis data pada pre-test dan post-test menunjukkan bahwa nilai T-test adalah **26.05** dan nilai T-table **2.024**, berarti nilai T-test lebih bagus dari pada T-table atau (**26.05 > 2.024**). Hal itu menunjukkan bahwa kemampuan siswa memahami teks bacaan meningkat. Hal ini mengindikasikan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test. Berdasarkan hasil analisis data tersebut, maka dapat disimpulkan bahwa penggunaan metode Legend Story (Lake Toba) dapat meningkatkan kemampuan siswa SMP Negeri 19 Makassar dalam memahami teks bacaan bahasa Inggris.

ACKNOWLEDGEMENT

Alhamdulillah, the greatest praise and gratitude to Allah SWT who has been guiding the writer. No words can describe her feeling to finish this skripsi. Therefore, the writer would like to express her great gratitude and appreciation, expecially to Prof. Dr. Muh. Yunus, M.pd. as the Dean of Faculty of Teachership and Educational Science University 45 Makassar, for my first supervisor Dra. Dahlia D. Moelier, M.Hum and the second supervisor Rampeng, S.pd., M.Pd for her unlimited help, advice, comments on, and correcting her skripsi, as well as for her encourangement toward the complection of this study.

The writer would like to express the most appreciation to Abdul Hamid, S.Pd., M.M. as the Headmaster of SMP Negeri 19 Makassar, who has allowed the writer to do the research at his school. Kasmawati, S.Pd as the English teacher who helped the writer in doing the research.

The writer would like to express the most appreciation to her big family especially her beloved father Abdullah Muhammad and her beloved mother is Saudah Hj. Munir, her beloved brother and sister, Mardiana Abdullah S.Ip, Muhammad Abdullah, Adnan Abdullah S.Ip, Hamzah Abdullah S.Psi who always prepare and give a lot of sacrifices and pray for her save and successful. Mom, Dad, Sister and Brother the writer could never repay for all you have done for her, your love and

supports is priceless. The writer really appreciate all of your help and hopefully daughter, the writer owe everything to you.

The writer also expressed her special thanks to all best friends Sri Wahyunita, Yusnani, Ahmad Yani, Rahmiati Sulaiman Ratuloly, Mirnawati, Zubaedah Ahad. Amd.keb, Nurida Dahmar. Amd.keb, Munira. Amd. Keb, Farni, Aristy, Sakia Ummy Safira and all friends especially in class 2010 and KKN for their togetherness, love, help and support. "Love you all"

As human being, the writer does realize that what she presents in this skripsi is still far from perfection. Therefore, criticisms and suggestion will surely be appreciated. Finally, the writer pray may the almighty God bless all of them. Amin.

Makassar, December 2013

Ainah Abdullah

TABLE OF CONTENTS

	Page
PAGE OF TITLE	i
PAGE OF APPROVAL	ii
PERNYATAAN	iii
ABSTRAK	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF APPENDICES	x
CHAPTER I : INTRODUCTION	1
A. Background	1
B. Problem Statement	4
C. Objective of the Research	4
D. Significance of the Research	5
E. Scope of Research	5
F. Assumption of the Research	6
CHAPTER II : REVIEW RELATED LITERATURE	7
A. Some Pertinent Ideas	7
1. Definition of Reading	7
2. Types of Reading	8
3. Kind of Reading	10
4. Conversational Exchange	12

5. The Oral Interview 13
6. Comprehension 14
7. Reading Comprehension 15
B. Effecting of Reading Comprehension 17
C. Level of Comprehension 19
D. Legend Story 20
E. Theoretical Framework 22
F. Hypothesis 23
CHAPTER III : RESEARCH METHODOLOGY 24
A. Research Design 24
B. Population and sample 24
C. Instrument of Data Collection 25
D. Procedure of Research 26
E. Technique of Data Collection 27
F. Technique of Data Analysis 28
CHAPTER IV : FINDING AND DISCUSSION 30
A. Finding 30
B. Discussion 40
CHAPTER V : CONCLUSION AND SUGGESTION 42
A. Conclusion 42
B. Suggestion 43
BIBLIOGRAPHY 44
APPENDICES 46

LIST OF TABLES

	Page
Table 1. The Students' Score and Classification in Pre-test	30
Table 2. The Students' Score and Classification in Post-test.....	33
Table 3. The Distribution of Frequency and Percentage Score - of Students' Reading Comprehension Test in Pre-test	35
Table 4. Frequency and Percentage Score of Students' Reading - Comprehension in Post-test.....	36
Table 5. The Students' Mean Score in Pre-test and Post-test	37
Table 6. The t-test Value Reading Comprehension before and after Treatment.....	39

LIST OF APPENDICES

	Page
Appendix 1. Instrumen Penelitian	46
Appendix 2. The Result of Pre – Test	51
Appendix 3. The Result of Post – Test	56
Appendix 4. The Students' Pre-test and Post-test, the Gain and the Square of the Gain.....	61
Appendix 5. The Distribution of Critical Values-t.....	63

CHAPTER I

INTRODUCTION

A. Background

Language is an essential thing in daily life. It is a means of communications which connect us in a variety of activity. English as an international language occupies the first position in the world. This position makes English most widely used all over the world in all aspects of human life. In reality, the human beings have been using language as the tool of vital communication in this life and English as international language has been adopted as the official language for law, commerce, science, technology and in most multilingual society.

English as an international language is spoken in most international events and used as the medium of information flow on science, technology and culture. Learning a national language has completely differences aspects and systems, which should be understood by the students or learner, such as pronunciation, spelling, and the culture background of the language. Considering the fact above, Indonesian government put English as one of compulsory subject that should be mastered by the students. It is not only cover four language skills areas (listening, reading, speaking, and writing).

The Education is changing of behavior, habit, attitude and skill (ability). This changing process happens after someone interacts with environment. (Nasution in Hadneh, 2005 : 1). We know that the aim of

education in Indonesia is the making students to develop basic character good citizens. Our society needs as well as provide students prerequisite for future studies to increase the quality of education that should be achieved by the society.

Many ways can be used to improve students' English achievement. One of them is reading many English books. Reading is one of the skills that much be thought, by reading, we can get information, knowledge, and pleasure. Now days. There are so many books written is English and the students are thought English in all level of school up university.

The priority of the students ability in reading recount text in school because it can over there others skills. The habit of people, who often read books written in English, will make them easy to master the other skills. As achin (in hadneh, 2005:1) stated that reading skill involves the tree other skills: listening, speaking and writing.

In a learning process the recount to work, the reading materials are the main goal but fact school that the majority of the students are not competent in this skill. The students' can increase knowledge in reading recount text through read like recount, narrative, and descriptive.

Therefore, the students' ability is necessary to be develop especially in improving reading recount text of the students, because

reading recount text can help students expand to skill and comprehension student in reading recount text, in order to students able to understand aim from content recount.

So, based on the statement above, to find out the students' ability in reading recount text of the students' at 7th grade SMP Negeri 19 Makassar in academic year 2013/2014.

In order to master reading skill, a teacher as an educator have to use good method in teaching learning process. In this case, the writer concerns with the of think aloud strategy toward students reading skill study at 7th grade SMP Negeri 19 Makassar in academic year 2013/2014.

Think-aloud means that readers report their thoughts while reading, but they are not expected to analyze their behavior as in introspection (Cohen, 1987). By means of asking their subjects to say out loud whatever goes through their minds, writer hope to get a more direct view of the mental processes readers are engaged in while reading (Rankin, 1988).

Considering from the statement above, the writer interested in conducting a research entitled "The Effectiveness of Legend Story "Lake Toba" to Develop Students Reading Comprehension Skill at SMP Negeri 19 Makassar".

B. Problem Statement

Based on the background of the study. The statement of the problem is what extent is the students' ability in reading recount text at the second year students of at 7th grade SMP Negeri 19 Makassar in academic year 2013/2014. The writer formulates research question as follow:

1. To extent students' ability in effectiveness of legend story "Lake Toba" towords students' reading comprehension skill for students at 7th grade SMP Negeri 19 Makassar in academic year 2013/2014.
2. To extent the achievement levels of students' ability in effectiveness of legend story "Lake Toba" towards students' reading comprehension skill for students at 7th grade SMP Negeri 19 Makassar in academic year 2013/2014.

C. Objective of the Research

Based on background of the problem and statement of the problem above, the objective of the study can be stated as follows:

1. To know the students' ability in effectiveness of legend story "Lake Toba" towards students' reading comprehension skill for students at 7th grade SMP Negeri 19 Makassar in academic year 2013/2014.
2. To know the achievement levels of students' ability in effectiveness of legend story "Lake Toba" towards students reading

comprehension skill for students at 7th grade SMP Negeri 19 Makassar in academic year 2013/2014

D. *Significance of the Research*

This study is expected to be of any use in the process of teaching and learning theoretically and practically.

1. Theoretically

   The result of this study are expected to be able to give the addition information toward the English teaching in general and teaching of speaking in particular by using The effectiveness of legend story . The results of this study are also expected to give motivation to the other writer to do better research.

2. Practically

   The results of this study are expected to be able to enrich the teachers' knowledge and learners' knowledge in The effectiveness of legend story to develop student reading comprehension skill.

E. Scope of the Research

This research will focus on the study to improve the students reading comprehension by using a effectiveness of legend story "Lake Toba" for students at 7th grade SMP Negeri 19 Makassar in academic year 2013/2014.

Literal comprehension here covers main idea and detail. Summarizing covers content and sequence idea. Reading

EMPAT LIMA

comprehension here means that the students proficiency to understand the expository text, answers the question and make a note about the important information from the expository text.

F. Assumption of the Research

The assumption is a basic supposition about the research until the writer formulates some of the supposition toward the research as follows:

1. The effectiveness of legend story will be more effective to increase students' ability in reading.
2. In teaching reading, there are many various efforts to increase the students' motivation which will be applied by the teacher.

CHAPTER II

REVIEW RELATED LITERATURE

Reviewing some related literature aimed at looking for some information of what have been done previously by some other writer in this field. It is considered important to gave an overview on the problems of the recent study. Hence, the answer of the problem can be accurately provided. Then the topic of discussion in this part is classified under the sub heading of reading ability, relevant study, and theoretical frameworks.

A. Some Pertinent Ideas

1. Definition of Reading

Reading is active process in which reader shift between source of information (what they know and what the text says), elaborate meaning and strategies check their interpretation (revising when appropriate), and use the social context to focus their response (Tarigan, 1979: 4). Next reading is creativity, meaning that the creativity reader brings to the material skill of comparison and synthesis the ability to use new relationship and arrive at definitely conclusion (Burns et al, 1989: 6).

Since communicative courses focuses on message rather than the from the reading skill is redefined to focus on the purpose of reading. (Hodgson in Nuryanti,2009: 4) stated the reading is process and also utilizet by reader to get message word media/

language write. From linguistic facet, reading is recoding and decoding process.

(Anderson in Yudhistira, 2009: 5) stated that the target of reading is to look for and to get information embarrasses feels and reading meanings, some target of reading are:

a. Reading for details or facts
b. Reading for main ideas
c. Reading for sequence or organization
d. Reading for inference
e. Reading to classify
f. Reading to evaluate
g. Reading to compare or contrast.

2. Types of reading

a. Scanning types of reading

For example, scanning of a telephone book:

- You looking for it quickly.
- You "see" every item on the page, but you don't necessarily read the page – you ignore anything you are not looking for. Thus, when you discover the key words being searched for, you will be unable to recall the extract content of the page.

b. Skimming types of reading

When you are read quickly to gain a general impression as to whether the text is of use to you. You are not necessarily

searching for a specific item and key words. Skimming provides an "overview" of the text. Skimming is useful to look at chapter/section headings, summaries and opening paragraphs. The propose of skimming.

- To check relevance of text.
- Sets the scene of the more concentrated effort that is to follow, if the text is useful.

c. Light of reading

Reading for leisure tends to be "light"

- Read at a pace which feels comfortable
- Read with understand
- Skim the boring, irrelevant passages

An average light reading speeds is 100-200 this form of reading does not generally require detailed concentration.

d. Word by word type reading

This type of reading is time consuming and demands a high level of concentration. Some material is not readily understood and so requires a slow and careful analytical read.

People use this type of reading for unfamiliar words and concepts, scientific formulae. It can take up to an hour just to read a few lines of text.

e. Reading to study type of reading

A method of reading for study is called **SQ3R2, SQ3R, SQ4R, PSQ5R)** the aim is to understand the material in some depth. The method involves five simple steps; Survey, Question, Read, Recall and Review.

- Survey: skim through to gain an overview and not key points.
- Question: devise questions you hope the text will answer.
- Read: slowly and carefully.
- Recall: from memory, write down the main points made by the chapter.
- Review: revisit your questions - compare these to your recall and establish how well the text has answered them; fill in any gaps by further reading and note-taking.

3. Kind of reading

(Jack C Richard in Nurhayanti, 2009: 7) classified reading materials into two kinds namely.

a. Artificial materials

The material quoted from any text book. It is the material, which is mandible prepared for the purpose of instructional activities. This material same time makes students bored, because the message is implied not more student's ability.

b. Authentic materials

Authentic material, especially reading material any kind of literary work, which is used as the material the teaching reading. This material mainly not prepared for instructional activities for other purpose of reading.

English teacher now a day assume that of material is worth full since:

- Aims when using a reading text

  The teacher should decide first what their aims are:

  a. To teach basis reading comprehensions skill

  b. To teach real life reading skill

  c. To develop critical reading skill

  d. To reinforce certain grammatical feature

- Method of teaching reading

  Method will be depend on the aim and focus on two aspects:

  a) Presenting a text

  b) Arouse the student's ability

  c) Draw their attention to their own previous knowledge and experience, which will help them to attack the text.

  d) Give reason for reading

  e) Pre teach any important words or concepts.

- Developing the reading lesson

  The teach can do some of the thing develop reading skill:

  1. Preview

     The student can be finding out the book or article written by specialist in a certain field.

  2. Skimming

     Skimming is the skill the help the students read quickly selectively in order to obtain a general idea of the material.

  3. Scanning

     On the hand, scanning help the student read quickly for the specific information such as one scan pages of the newspaper to find particular articles to read.

4. Conversational Exchange

This test is suitable for laboratory and can be served to focus on a certain aspect of spoken language, especially in those countries where English is taught as a foreign language and the emphasis primarily on the reading skills. However, several of the test items themselves are for communicative in any sense at all and do not allow for authentic interaction of any kind (Heaton, 1975: 90). The following is the example type of this test.

The testers are given a series of situation and are required to construct sentences on the lines of a certain pattern or group of

patterns. Example: Mrs. Green lives in a flat. She doesn't like living in a flat and would like to live in a small house with a garden.

5. The Oral Interview

The scoring of oral interview is highly subjective and thus sometimes has only low reliability. In addition, performance of students are particularly may not accurately reflect his/her truth ability.

The oral interview should be scored only after the students have left the room. But it is still questioned how it should be scored. (Heaton, 1975: 96). The conversion table of weighting table of the comprehensive.

Description of the FSI procedure

Total Score	FSI Level	Rank/Categories
16-25	0+	Low
26-32	1	
33-42	1+	
43-52	2	Average
53-62	2+	
63-72	3	
73-82	3+	High
83-92	4	
93-99	4+	

To assess students' reading skill, the writer used oral test as instrument.

6. Comprehension

Ommagio (1986:4) writes that cognitive psychologist in the late 1960s place great emphasis on the importance of meaningfulness and organization of background knowledge in the learning process. Ommagio (1986:4) quotes Ausubel's (1968:4) views that learning which involve active mental process must be meaningful to be effective and permanent. In the second language comprehension process, at least three types of background knowledge are potentially activated.

Godman describes that reading as a "psycholinguistic guessing game" involving the interaction between thought and language. Efficient readers do not need to perceive precisely or identify all elements of the text. Rather, they select the fewest, most productive cues necessary to produce guesses about the meaning of the passage and verify the hypothesis as the process discourse further (In Ommagio, 1986:4).

Along with Godman's idea, Ommagio (1986:4) also maintains that the efficient language users will take the most direct routine to their goal comprehension. He describes reading as a sampling process in which readers predict structures. Clearly, Ommagio (1996:8) included as in the comprehension process all

EMPAT LIMA
UNIVERSITAS BOSOWA
PERPUSTAKAAN

three types of background knowledge: comprehenders make use not only of the linguistic information of the text, but also of their knowledge of the world and their understanding of discourse structure to make sense out the passage. In line with the above statement, as Ommagio (1986:4) cited from Kolers (1973:2) also maintains that reading is only incidentally visual. Thus, the reader then contributes more information by the print on the page.

Finally, Ommagio (1986:4) presents Yorio's statement who isolates the following factors in reading process, those are:

1. Knowledge of the language.
2. Ability to predict or guess in order to make correct choice.
3. Ability to remember the previous cues.
4. Ability to make the necessary associations between the different cues selected.

7. Reading comprehension

The first point to be made about the reading process is that reading comprehension is not essentially different from other kinds of comprehension. The mental tasks involved are not peculiar to reading but fundamental human cognitive acts. Comprehension of any kind depends on knowledge. There are some definitions of reading comprehension.

He Ji Sheng (2000:13) says that reading is a process of communication from the writer to the reader. It involves the

recognition of letters, words, phrases, and clauses, and in some respects, it can. Comprehension, on the other hand, is a process of negotiating understanding between the reader and the writer. It is a more complex, psychological process and including linguistic factors, such as psychological, syntactic elements, in addition to cognitive and emotional factors. Whereas John F. Savage and Jean F.

Mooney define that reading comprehension is the process of acquiring or deriving meaning and understanding of printed language; involves cognitive functioning related to what one reads. While Francois Grellet (1994:3) states that reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible, further, locating the relevant advertisement on the board and understanding the new information contained in the article, demonstrates that reading purpose in each case has been successfully fulfilled. Another definition comes from Eskey (1986:5) who says that reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read.

From the statement above, the writer concludes that reading comprehension is to understand a written text containing information to find what he or she wants to know and get the information of what he or she needs. It can also be concluded that reading is the first

step for someone to get the meaning of the text, while the second step is comprehension, which requires more effort of the reader to interpret and get deeper understanding.

B. Effecting of reading comprehension

As the comparison of this research, here are some researches of The Effect developing student reading comprehension through Lagend story of "Lake Toba" Toward Students Reading Skill. The first researcher is Alexander Moreno Cardenas (2009) with title "The Impact Of The Think-Aloud Strategy In The English Reading Comprehension Of Efl 10th Graders, he found that the students increased their engagement in the activities because of the think-aloud strategy. Through the use this strategy they could interact and construct meaning from the texts at once when they developed the reading tasks. Second, it is important to highlight that the role of the teacher as a guide was crucial in think-aloud because he could assist and foster students to use reading strategies such as predicting, visualizing, and prior knowledge in order to comprehend the reading texts. Being the teacher's role only as a guide, students then are the main protagonists of the reading process. Third, another positive impact of the think-aloud strategy, is that students constantly mentioned that they had an enhancement in some specific aspects of English language such as: pronunciation, vocabulary, and listening skill.

In teaching and learning process, especially in English, many problems and activities face by the students and also the teachers. But, mostly the success of the students in learning the English should be determined by themselves. Beside the students study the English at the school, they should hard at home, that is by repeating again what they are getting at the school from the teacher to recognize or memorize the materials.

In English language teaching in Indonesian, reading is placed in high priority, we can see it from the curriculums. Senior high school curriculums, junior high school curriculum, even at elementary school emphasize the English language teaching on the reading comprehension ability.

Therefore, reading is the most important language skills for students study hard, by reading the knowledge of the pupils will gradually increase, beside developing their ability in other language skills. But reading without comprehension is means nothing because reading comprehension is an active process to get the information from the text.

By teaching four language skill in interactively, that is involves reading, listening, speaking and writing. In this case is limited for the reading skills itself to involve the pupils in learning activities i.e.

1) To expands the pupils knowledge and art

2) To motivates the student to be a good personality in their country.

EMPAT LIMA
PERPUSTAKAAN

3) To expands the pupils social intercourse. So that in this case, the ability of the pupils will be increased by using textbook with are published by Depdikbud (Government) and Yudistira (Private Publishing Company).

C. Level of Comprehension

Some experts in reading have been developing taxonomies of comprehension skill or task. It can be divided into four categories:

1) Literal Reading

Literal reading is getting the ideas, information or massage explicitly stated in the passage. In this level, the reader know the words meaning, able to paraphrase or recall of details directly in own words.

2) Interpretative Reading

Interpretative reading is identifying ideas or information not explicitly stated in the passage. In this level, the reader able to infer factual information, main idea, comparison, causes-effect relationships which is not explicitly stated in the passage.

3) Critical reading

Critical reading is evaluating what is read. The reader analyzes, evaluate, and react his personal information to the information presented in a passage. In other words, the reader compares his previous experience in the element of the new material of the passage.

4) Creative Reading

Creative Reading is applying which is read to new situation. In this level, the reader able to product a new idea, develop his new insight through the reading materials.

D. Legend story

Story Of Lake Toba

The Legend of Lake Toba

A Folklore from Medan North Sumatra, Indonesia

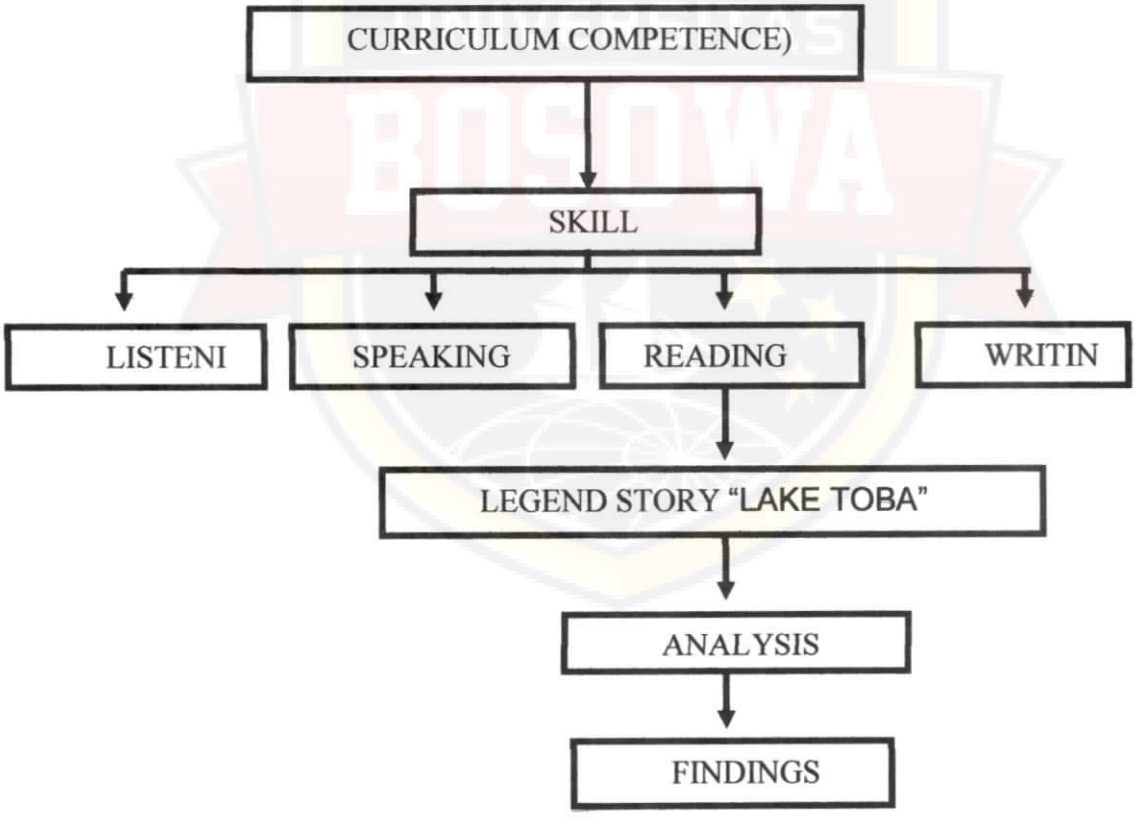
There was a farmer. His name was Toba. He was a **diligent** farmer. In his spare time, Toba loved fishing. Toba was **rowing** his sampan in the river. He hoped he could catch some fish for his dinner. Suddenly, he felt he caught something. He caught a big goldfish. He was so happy.

At home he prepared a big jar and put some water in it. In the morning, Toba woke up happily. Suddenly he smelled something nice from the kitchen. In his kitchen, a **beautiful** girl was cooking some food. The girl stopped and talked. "Don't be afraid. I'm a princess. Since then the princess lived in Toba's house. They fell in love. Later they got married. Nine months later, they had a baby boy. The princess asked Toba not **tell** their son about her past. She said it was very **dangerous** if their son knew that his mother was once a fish. One day Toba just finished working in the rice field. His wife was not at home. There was only their son. "Where's your mother?" asked Toba "She's still in the market, I guess." "Did she cook some food before she left?" "She did, but I have already eaten it," said the son. "And you didn't spare some food at all?" asked Toba. "No, I didn't!" Toba was furious. He was really angry!. "You.. what?! You ate all the food?! You're such a **greedy** son! Maybe you got it from your mother!". "What do you mean, Father?" "Your mother was a fish!!" yelled Toba. He forgot his promise. The boy ran fast to find his mother. When he finally met her, he asked her. "Mother, Father told me that you were a fish. Is that true?." The princes could not believe what she heard. She **rushed** to the house to see her husband. "Why didn't you keep your promise?. "My Son, run now. Go climb the hill!" asked the princess to her son. The son **obeyed** his mother. He ran fast and climbed the hill.

Suddenly day turned dark and the rain fell down heavily. Slowly the area was flooded. **Amazingly** the princess slowly changed back into a goldfish. Toba tried to save himself. Unfortunately water was getting higher. Soon, the place was turned into a big lake. People then named it as Toba Lake.

E. Theoretical Framework

The theoretical framework of this researcher was illustrated below:



F. Hypothesis

The hypothesis are " Students who take teaching and learning process with the learning model legend story "Lake Toba" study results better than students who take teaching and learning.

The hypothesis of this research is formulate as follows

1. To know the achievement levels of students' ability in Effectiveness of Legend Story to Develop Students Reading Comprehension Skill for Students at 7th Grade SMP Negeri 19 Makassar in academic year.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This chapter describes about; research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

This research tries to measure The Effectiveness of legend story "Lake Toba" to develop students reading comprehension skill. The method of the study is a Pre-Experiment method. Pre-Experiment method means a research method which is used to study the status of a community, an object, or a set of condition, a system of thinking or an event on present (nazir in hadijah, 2008: 23). Data obtained were analyzed by applying basic statistical computation.

B. Population and Sample

Population is the number of people, which have the same characteristic (Arikunto, 1998). Moreover he states that a population is a set of collection, all elements processing one or more attributes of interest. Meanwhile, Arifin (2003: 6) states that a population is a number objects with a certain characteristic that are aimed at a field of investigation.

Based on the definition above, the writer inferred that population was the entire subject of study which was examined. So, the

population of this study was all of the student at 7th grade at SMP Negeri 19 Makassar in academic year 2013/2014, will be chosen to be the population of this research. There are five classes of first year class, there are 40 students in each class, so the total number of students is 201.

The sample is a part of representative population examined or investigated (Arikunto, 1998: 109). Furthermore, Ary (1979: 163) defines a sample as the small group that was observed. Meanwhile, Arifin (2003: 6) defines sample as some of population that represent the whole population. Kind of sampling is used in this study was quota sample it is not done base of the area, but based on number determined.

Arikunto (1998: 63) elaborates, "if the number of population was more than one hundred so the witer takes 10%. But if the number of population less than one hundred so the writer took the whole population as sample.

C. Instrument of Data Collection

Instrument takes an important role for collecting data. The accuracy of the result was very determined on how accurate the use of instrument.

Relating to research problem, the writer used oral test as an instrument. Ary (1979: 216) states that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of

which a numerical score can be assigned. Moreover, Heaton (1975: 89) states that the test must be appropriate in terms of our objectives, it depends on the evidence provided and particular situation.

In order to avoid misunderstanding in the readers' mind, the writer informed the kind of test that used in this research was reading test as an instrument. The aim of it was to measure the skill, knowledge, ability, etc. The statement in situation form was used to stimulate the subject to build their opinion and the subject changed the situations into the conversation form]

D. Procedure of the Research

This study finds out the data at 7th SMP Negeri 19 Makassar in academic year 2013/2014.

The data are obtained from the research instrument used follow:

Reading test

The data of research are collected by used reading test. The test is given to students understand about the story of Lake Toba, the purpose of giving test is to know the students' difficulties in understanding reading recount text. And the next, the writer gives test reading one by one in front of class to know the students understand in reading skills which is used as reading text.

E. Technique of Data Collection

In analyzing the data obtained, the following procedures were used. First, the scores obtained from the test as the data were arranged from the highest to the lowest. Second, the mean of each test was computed to get the standard deviation of each test was determined. Finally, the frequency distributions were presented in the form of statistical calculation; these procedures were processed by using the descriptive analysis.

1. Instrument of the Research

Pre – test is to know the students prior knowledge of their English speaking proficiency. It was done to get a basic data of students before treatment.

Treatment is given to the students after doing pre-test. The treatment of this study is students were given some treatments of learning speaking. Treatments are given for 3 times.

In the first treatment, the students were given in Community Language Learning Method (CLLM). In the second treatment, the students were given reading text and students were telling according to the reading text. In the third treatment the students were given different reading text then they were telling about the activities in the reading text.

Post – test the last procedure of this study. It was given to the students after treatment. The objective of this post-test was to

find out the result of the treatment. The objective of this posttest was to find out the result of the treatment.

2. Data Collection Procedures

In collecting the data, this research was carried out from 12thNovember 2013 until 17thnovember 2013. The procedures of collecting data performed as follows :

a. Pre–test : it is given for about 30 minutes. The writer want to know the students prior knowledge of their reading.
b. Treatment : the researcher are taken in three meetings. Each meeting will run out for 30 minutes until 45 minutes.
c. Post – test: it is done to examine the result of the treatment.

F. Technique of Data Analysis

The analysis of the data is done based on the data collected in from of score through the steps:

1. Collect the result of students' test.
2. Analysis the students' mistake uses grammar and reading recount text.
3. Calculate the students' mean score in reading recount text by using formula:

The formula of mean score :

$$X = \frac{\sum X}{N}$$

EMPAT LIMA
UNIVERSITAS
PERPUSTAKAAN

Where : X = Mean score

$\sum X$ = The sum of all the score

N = The number of sample

(Gay, 1978: 29)

Findings the improvement of the students, the writer compares of pre-test and post-test by using the following way :

Table identifying the students' ability

No.	Category	Score Ranges
1.	Excellent	8-10
2.	Good	6-7
3.	Fairly good	4-5
4.	Poor	0-3

Finding out the significant between the pre – test and post -test by calculating the value of the t- test. The following formula is employed. The formula of :

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

t = Test of Significance

D = The Difference of Mean Score

$\sum D$ = The Sum of Difference

N = Total Number of Samples

1 = Constant Number

(Gay, 1981 : 31)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely: research findings and discussion that covers the description of the data collected result through the test. Further explanations. In this findings and discussion section are presented.

A. Finding

In this part the writer presented about the result of the data analysis namely the reading comprehension test. The research process was conducted by using legend story "Lake Toba" towards students' reading comprehension skill.

1. The Students' Pre-test Finding

The students' result of the vocabulary test in pre-test was shown in the following table :

Table 1. The Students' Score and Classification in Pre – Test

No	Name	Pre – test	Classification
(1)	(2)	(3)	(4)
1	Abiansyah Putra Amir	4	Poor
2	Adella Purnawirawati	5	Fairly good
3	Adi Mawardi	5	Fairly good
4	Adilla Febi	5	Fairly good
5	Alfian	4	Poor

to be continued

continuation

(1)	(2)	(3)	(4)
6	Andi Fitri	5	Fairly good
7	Anggie Putri	6	Fairly good
8	Annisa	4	Poor
9	Anugerah Apriliyangsyah	4	Poor
10	Darmansyah	6	Fairly good
11	Evita Mega	4	Poor
12	Farhan Jannati	5	Fairly good
13	Fauqia Azizah	7	Good
14	Ibnu Alif	5	Fairly good
15	Indira Rahdani	4	Poor
16	Ita Permata Sari	6	Fairly good
17	Lady Learny	4	Poor
18	Martina Nur Talib	5	Fairly good
19	Mayrizka Intan.	4	Poor
20	Muh. Aldin	6	Fairly good
21	Muh. Alifal Fadli	5	Fairly good
22	Muh. Hamed	5	Fairly good
23	Muh. Iqbal	4	Poor
24	Muh. Reza	5	Fairly good
25	Muh. Rezky Pramata	6	Fairly good
26	Muh Ridwan	4	Poor
27	Muh. Tauhid	5	Fairly good
28	Muh. Adnan	4	Poor
29	Muh. Akil	5	Fairly good

to be continued

continuation

(1)	(2)	(3)	(4)
30	Nurmiati Ningsih	4	Poor
31	Nurul Faidah	7	Good
32	Rahmiana	5	Fairly good
33	Risky Nur. Awalia	4	Poor
34	Riswandy	4	Poor
35	Rosmini	6	Fairly good
36	Sri Devi Fahri	7	Good
37	Suraeda Nur	5	Fairly good
38	Wahyudi	6	Fairly good
39	Awang	5	Fairly good
40	Siti Hafifah	7	Good
Total	201		Good
	Mean Score	5.025	

Source : SMP Negeri 19 Makassar

Based on the table 1 above in pre-test 4 students' were classified as good, 22 students' were classified as fairly good, and 14 students' were classified as poor. The table above shows that the classification of the students based on the pre-test of experiment class is 201 and their mean score is 5,025. It show that students reading comprehension was low before the writer applied legend story "Lake Toba".

Table 2. The Students Score and Classification in Post – Test

No	Name	Post – test	Classification
(1)	(2)	(3)	(4)
1	Abiansyah Putra Amir	6	Fairly good
2	Adella Purnawirawati	7	Good
3	Adi Mawardi	8	Excellent
4	Adilla Febi	7	Good
5	Alfian	6	Fairly good
6	Andi Fitri	7	Good
7	Anggie Putri	8	Excellent
8	Annisa	6	Fairly good
9	Anugerah Apriliyangsyah	6	Fairly good
10	Darmansyah	8	Excellent
11	Evita Mega	6	Fairly good
12	Farhan Jannati	8	Excellent
13	Fauqia Azizah	10	Excellent
14	Ibnu Alif	7	Good
15	Indira Rahdani	7	Good
16	Ita Permata Sari	9	Excellent
17	Lady Learny	6	Fairly good
18	Martina Nur Talib	8	Excellent
19	Mayrizka Intan.	7	Good
20	Muh. Aldin	9	Excellent
21	Muh. Alifal Fadli	7	Good
22	Muh. Hamed	8	Excellent
23	Muh. Iqbal	6	Fairly good
24	Muh. Reza	7	Good

to be continued

continuation

(1)	(2)	(3)	(4)
25	Muh. Rezky Pramata	8	Excellent
26	Muh Ridwan	7	Good
27	Muh. Tauhid	7	Good
28	Muh. Adnan	7	Good
29	Muh. Akil	7	Good
30	Nurmiati Ningsih	6	Fairly good
31	Nurul Faidah	10	Excellent
32	Rahmiana	8	Excellent
33	Risky Nur. Awalia	8	Excellent
34	Riswandy	8	Excellent
35	Rosmini	8	Excellent
36	Sri Devi Fahri	10	Excellent
37	Suraeda Nur	7	Good
38	Wahyudi	8	Excellent
39	Awang	7	Good
40	Siti Hafifah	10	Excellent
Total	300		Excellent
Mean Score		7.5	

Source : SMP Negeri 19 Makassar

Based on the table 2 above in post-test 18 students was classified as excellent, 14 students were classified as good, 8 students were classified as fairly good, and none of the students classified as poor or very poor. The table above shows that the classification of the students based on the post-test of experimental class is 300 and their mean score is 7.5. It show that students'

reading comprehension after applied legend story "Lake Toba" is effective to improve students' reading comprehension at SMP Negeri 19 Makassar.

Table 3. The Distribution of Frequency and Percentage Score of Students' Reading Comprehension Test in the Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	Score 8 –10	-	-
2	Good	Score 6 -7	4	10 %
3	Fairly Good	Score 4 – 5	22	55 %
3	Poor	Score 0 – 3	14	35 %
Total			40	100 %

Source : SMP Negeri 19 Makassar

Based on table 3 above, showed that in pre- test there were 4 students (10%) got good classification, 22 students (55 %) got fairly good classification and 14 students (35%) got poor classification. While none of the students got excellent classification. In this result, it can be concluded that the students' reading comprehension in pre-test was fairly good.

2. The Students' Post-Test Finding

The students' result of the vocabulary test in post-test is shown in the following table :

Table 4. Frequency and Percentage Score of Students' Reading Comprehension in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	Score 8 –10	18	45 %
2	Good	Score 6 - 7	14	35 %
3	Fairly Good	Score 4 – 5	8	20 %
3	Poor	Score 0 – 3	-	-
Total			30	100 %

Source : SMP Negeri 19 Makassar

Based on the table 4 above, shows that 18 students (45%) got excellent classification, 14 students (35%) got good and 8 students (20 %) got fairly good classification. None of the students got poor classification. Thus it can be concluded that the students' reading comprehension at SMP Negeri 19 Makassar achievement was improved.

1. To know the mean score of reading comprehension test, the writer was calculated all score by used formula are as follows :

   a. Pre – Test

      X1 = 201

      $\overline{X} = \frac{(\sum X)}{N}$

      $\overline{X} = \frac{201}{40}$

      $\overline{X} = 5.025$

b. Post – Test

X2 = 300

$\bar{X} = \frac{\sum X}{N}$

$\bar{X} = \frac{300}{40}$

$\bar{X} = 7.5$

2. To know the students' improvement score analysis for reading test, the writer used formula are as follows :

$\% = \frac{X2 - X1}{X1} \times 100$

$\% = \frac{7.5 - 5{,}025}{5{,}025} \times 100$

$= 49.25\%$

Table 5 : The Students' Means Score in Pre – Test and Post - Test

Pre - test (XI)	Post - test (X2)	Improvement
5.025	7.5	49.25%

Source : SMP Negeri 19 Makassar

Based on the table above, it indicates that the students' improvement of the second year student who the writer taught reading passage method was success because the result of the mean score of the students' pre - test 5.025 and post - test 7.5. The students' improvement of reading comprehension by using legend story "Lake Toba : method was 49.25%.

3. To know the significant between t-test and t-table for analysis for reading comprehension test, the writer was calculated by used formula are as follow :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

X1 = 201

X2 = 300

$\sum D$ = 99

$\sum D^2$ = 259

$$\bar{D} = \frac{\sum D}{N} = \frac{99}{40} = 2.475$$

$$t = \frac{2.475}{\sqrt{\frac{259 - \frac{(99)^2}{40}}{40(40-1)}}}$$

$$t = \frac{2.475}{\sqrt{\frac{259 - \frac{9801}{40}}{40(39)}}}$$

$$t = \frac{2.475}{\sqrt{\frac{259 - 245.025}{1560}}}$$

$$t = \frac{2.475}{\sqrt{\frac{13.975}{1560}}}$$

$$t = \frac{2.475}{\sqrt{0.0089}}$$

$$t = \frac{2.475}{0.095}$$

$$t = 26.05$$

Table 6 : The T-test Value Reading Comprehension Before and After Treatment

t – test	t-table	Comprehension	Different
26.05	2.024	t-test>t-table	Significant

The result of t-table value in reading comprehension test indicated that the t-test value of reading comprehension were greater that t-table value (26.05> 2.024), this finding used to determine the hypothesis that occurred in this research as it stated that null hypothesis (H0) is rejected when the value t-test was greater than the value of t-test, and alternative hypothesis (H1) was accepted. It means that, in this research, automatically the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.

Based on the result above, finally the writer concluded that the effectiveness of legend story "Lake Toba" in teaching and learning

process at SMP Negeri 19 Makassar was effective to improve the students' reading comprehension .

B. Discussion

The statistical analysis from the result of the students' in reading comprehension of the second years students at SMP Negeri 19 Makassar was support by the frequency and the post – test the student's score after attending in teaching reading through legend story "Lake Toba" was better than before giving to the students' treatment.

in this research show that in pre-test 4 students were classified as good, 22 students were classified as fairly good, and 14 students were classified as poor. The table above shows that the classification of the students based on the pre-test of experiment class is 201 and their mean score is 5,025. It show that students' reading comprehension was low before the research applied legend story "Lake Toba" Contrary of the result in pre – test, there a significance improvement in the post – test. There are 18 students was classified as excellent, 14 students were classified as good, 8 students were classified as fairly good, and none of the students classified as poor or very poor. The table above shows that the classification of the students based on the post-test of experimental class is 300 and their mean score is 7.5. It show that students' reading comprehension after applied legend story "Lake Toba" is effective to improve students' reading comprehension at SMP Negeri 19 Makassar because the

students' has been treated in the second meeting. Several of the student are worked together to answered the question and it was caused the result valued in the post – test.

The writer assumes that teaching reading through legend story "Lake Toba" was really helpful to improved students' reading comprehension because it was supported by the frequency and the rate percentage of the result of the students' score in pre - test and post - test. The result of the test show that there was a significance different between t - table (2. 024) and t-test (26.05). Its mean that t-table was lower than t - test. Based on the discussion above, the writer concluded that teaching reading through legend story "Lake Toba" could improve the students' reading comprehension at SMP Negeri 19 Makassar.

The description of the data collected through legend story "Lake Toba" described after the writer sharing the opinion with English teacher at SMP Negeri 19 Makassar about this method. The English teacher at SMP Negeri 19 Makassar received this method as a new method in teaching and learning reading comprehension and it was a good method as a reference to conducted in other class to achieve the students reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented conclusion and suggestion based on the data presentation and discussion of the previous chapter.

A. Conclusions

Based on the findings that had been discussed on the previous chapter, the writer concluded as follows :

1. Teaching reading comprehension through legend story "Lake Toba" can improve students' reading comprehension at SMP Negeri 19 Makassar. These students' score before applied the strategy was 5. 025 and the score after the applied the legend story "Lake Toba" was 7.5.
2. The writer found that there was a significant difference result of students' was 2.024 (t- test) and the level of significance was 26.05.

   The value of t- Table was 2. 024 while the value of t-test was 26.05. It means that (H0) was rejected and alternative hypothesis (H1) was accepted. In other word, teaching reading comprehension through legend story "Lake Toba" could improve the students' reading comprehension.

B. Suggestions

By considering the calculation given above, the writer presents some suggestions that the teacher should bring the media or teaching aids into the classroom because it attracted students' interest and motivate them to learn English and make the class be impressive.

The teacher should master the reading comprehension.

1. The teacher has to choose reading comprehension based on the students' level.
2. The English teacher should be more creative to choose method in teaching reading comprehension, so that the students' will be more interested and motivated to study English.
3. Many students' still feel so difficult to comprehend reading text especially in identifying theme, main idea, details and gaining word meaning. So the teachers should be more creative to increase teaching strategy. They can be use legend story "Lake Toba " as one technique or method to stimulate the students' interest in learning English.
4. Finally, the writer realizes that this thesis still far to perfect, so the writer really hopes this thesis can be a meaningful contribution for the teacher of English as well as students and further writers.

PERPUSTAKAAN

BIBLIOGRAPHY

Anderson, N. J. 1991. *Individual Differences in Strategy Use in Second Language Reading and Testing*. Modern Language Journal. Athens : Ohio university

Arikunto, Suharsimi. 1993. *Prosedur Penelitian*. Bandung : Bina Aksara.

Arifin. 2003. *Statistik Dasar.Singaraja :* IKIP Singaraja.

Arikunto, Suharsimi. *1998. Prosedur Penelitian : Suatu Pendekatan Praktik. Jakarta :* PT. Bina Aksara.

Ausubel, D. P. 1968 *Educational Psychology: A cognitive view* : New York.

Ary, Donald. *1979. Introduction to Research in Education. New York :* Northern Illionis University.Burns, John W: *Compation and Thesis Ability*. Published by the author.

Cardenas, Moreno Alexander. 2009. *The Impact of the Think-Aloud Strategy in English Reading Comprehension*. Pereira : University Technological De Pereira.

Cohen, A. 1987. *Studying Learner Strategies*. Englewood Cliffs : New Jersey.

Eskey, D.E 1986. *Theoretical Foundations*. Cambridge University : Addision – Wesley Longman, Incorporated.

Françoise, Grellet 1994. *Developing Reading Skills:* A Practical Guide to Reading Comprehension Exercises. Language Teaching Library : Cambridge.

Goodman, Kenneth. 1973. *Theoretically Based Studies of Patterns of Miscues in Oral Reading Performance.* Report to the U.S. Office of Education. Project. Detroit : Wayne State University.

Gay, L.R. 1987. *Educational Research: Competence for Analysis and Application.* New York: Macmillan Brown Company.

Heaton, J.B. 1975. *Writing English Language Test*. London : Longman.

Hornby, AS. 1974. *Oxford Advanced Learner's Dictionary*. USA : Oxford University Press.

Jack C.Richacd. 2009.*Teaching Listening and Speaking : From Theory to Practice*. Singapore : Regional Language Centre.

Kolers, Paul 1969. *Reading is Only Incidentally Visual. Newark, Delaware*: International Reading Association.

Nasution, Hadeh. 2005. *The Eduction is Changing of Behavior: International Jurnal for Educational Studies.* Medan Indonesia : University of Sumatera utara.

Hadijah, 2008. *Data Obtained Analyzed by Applying Basic Statistical Computation.*

Omaggio: 1986. *Teaching Language in Context.* Boston: Heinle & Heinle.

Sheng, Ji He. *2000. A response to 'Re-analysis of English infixation :* China : University East China.

Tarigan, Henri Guntur. *1985. Berbicara Sebagai Keterampilan Berbahasa. Bandung :* Angkasa.

Appendix 1. INSTRUMEN PENELITIAN

JUDUL: The Effectiveness of Legend Story "Toba Lake" Towards Students' Reading Comprehension Skill at SMP Negeri 19 Makassar.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa di ucapkan terima kasih.

Nama :.....

Nis :.....

Kelas :.....

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Jawablah dengan benar!

Read the story then answer the following questions!

LAKE OF TOBA

There was a farmer. His name was Toba. He was a **diligent** farmer. In his spare time, Toba loved fishing. Toba was **rowing** his sampan in the river. He hoped he could catch some fish for his dinner. Suddenly, he felt he caught something. He caught a big goldfish. He was so happy.

At home he prepared a big jar and put some water in it. In the morning, Toba woke up happily. Suddenly he smelled something nice from the kitchen. In his kitchen, a **beautiful** girl was cooking some food. The girl stopped and talked. "Don't be afraid. I'm a princess. Since then the princess lived in Toba's house. They fell in love. Later they got married. Nine months later, they had a baby boy. The princess asked Toba not **tell** their son about her past. She said it was very **dangerous** if their son knew that his mother was once a fish. One day Toba just finished working in the rice field. His wife was not at home. There was only their son. "Where's your mother?" asked Toba "She's still in the market, I guess." "Did she cook some food before she left?" "She did, but I have already eaten it," said the son. "And you didn't spare some food at all?" asked Toba. "No, I didn't!" Toba was furious. He was really angry!. "You.. what?! You ate all the food?! You're such a **greedy** son! Maybe you got it from your mother!". "What do you mean, Father?" "Your mother was a fish!!" yelled Toba . He forgot his promise. The boy ran fast to find his mother. When he finally met her, he asked her. "Mother, Father told me that you were a fish. Is that

true?." The princes could not believe what she heard. She **rushed** to the house to see her husband. "Why didn't you keep your promise?. "My Son, run now. Go climb the hill!" asked the princess to her son. The son **obeyed** his mother. He ran fast and climbed the hill.

Suddenly day turned dark and the rain fell down heavily. Slowly the area was flooded. **Amazingly** the princess slowly changed back into a goldfish. Toba tried to save himself. Unfortunately water was getting higher. Soon, the place was turned into a big lake. People then named it as Toba Lake.

And now let's answer the questions :

1. What did Toba like to do in his spare time?
   a. Gone hunting
   b. Working in farm
   c. Gardening
   d. Fishing
2. He prepared a big jar and put some water in it. What does it refer to?
   a. To put the water
   b. To clean up the jar
   c. Put the gold fish in it
   d. For fishing
3. Toba was furious. What does furious mean?
   a. Diligent
   b. Moral
   c. Angry
   d. Bad
4. Why the princess asked Toba not tell their son about her past?
   a. It was a good story
   b. Something terrible will happen
   c. They gone fishing
   d. It was a mistake
5. Where the Princess lived after married?
   a. In the lake
   b. Toba's house

c. In the hill
d. Besides the river

6. Why the princess said that it was very dangerous?
   a. It's a bad day
   b. Because she was once a fish
   c. Because she is a princess
   d. It's a great news
7. What happen before the Princess left the house?
   a. She take care her son
   b. she cook some food
   c. she didn't cook anything
   d. a and b was true
8. Is the Princess cooked some food before they left the house?
   a. No, she wont
   b. She didn't
   c. Yes, she didn't
   d. Yes, she did
9. What happen after the Princess left the house?
   a. The boys didn't no where his mother
   b. Toba got angry
   c. They boy didn't eat at all
   d. Toba eat all the food
10. Is the boy eat all the food?
   a. No, he wont
   b. No, he didn't
   c. Yes, he didn't
   d. Yes, he did
11. Is the son **obeyed** his mother?
   a. No, he wont
   b. No, he didn't
   c. Yes, he didn't
   d. Yes, he did
12. Is Toba tell her son about her mother?
   a. No, he wont
   b. No, he didn't
   c. Yes, he didn't
   d. Yes, he did
13. Why Toba didn't keep his promise?
   a. He was confuse
   b. He was really angry

c. He didn't eat anything
d. Climb the tree

14. What happen to the Princess son?
    a. Walk away
    b. Disappear
    c. Climb the hill
    d. Run away
15. What happen last?
    a. The place was turned into a big lake
    b. they all survive
    c. its slowly rain
    d. the place aren't flooded
16. a **beautiful** girl was cooking some food.
    The bold word same meaning with…?
    a. good girl
    b. pretty
    c. smart
    d. well known
17. You're such a **greedy** son!
    Underlined word close meaning to?
    a. Angry
    b. Mad
    c. covetous
    d. hungry
18. Word **obeyed** synonym with?
    a. Free
    b. Follow
    c. Going to
    d. Faithful
19. **Amazingly** the princess slowly changed back into a goldfish
    The synonym of underlined word is…
    a. Nice
    b. Awesome
    c. Wonderfulness
    d. Wondering
20. What is the moral lesson of the story ?
    a. We need to care each other
    b. Don't break your promise
    c. Don't keep the anything secret
    d. Be humble

Appendix 2. Students' Result in Pre -Test

INSTRUMEN PENELITIAN

JUDUL: The Effectiveness of Legend Story "Toba Lake" Towards Students' Reading Comprehension Skill at SMP Negeri 19 Makassar.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa di ucapkan terima kasih.

Nama :.....

Nis :.....

Kelas :.....

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Jawablah dengan benar!

Read the story then answer the following questions!

LAKE OF TOBA

There was a farmer. His name was Toba. He was a **diligent** farmer. In his spare time, Toba loved fishing. Toba was **rowing** his sampan in the river. He hoped he could catch some fish for his dinner. Suddenly, he felt he caught something. He caught a big goldfish. He was so happy.

At home he prepared a big jar and put some water in it. In the morning, Toba woke up happily. Suddenly he smelled something nice from the kitchen. In his kitchen, a **beautiful** girl was cooking some food. The girl stopped and talked. "Don't be afraid. I'm a princess. Since then the princess lived in Toba's house. They fell in love. Later they got married. Nine months later, they had a baby boy. The princess asked Toba not **tell** their son about her past. She said it was very **dangerous** if their son knew that his mother was once a fish. One day Toba just finished working in the rice field. His wife was not at home. There was only their son. "Where's your mother?" asked Toba "She's still in the market, I guess." "Did she cook some food before she left?" "She did, but I have already eaten it," said the son. "And you didn't spare some food at all?" asked Toba. "No, I didn't!" Toba was furious. He was really angry!. "You.. what?! You ate all the food?! You're such a **greedy** son! Maybe you got it from your mother!". "What do you mean, Father?" "Your mother was a fish!!" yelled Toba . He forgot his promise. The boy ran fast to find his mother. When he finally met her, he asked her. "Mother, Father told me that you were a fish. Is that

true?." The princes could not believe what she heard. She **rushed** to the house to see her husband. "Why didn't you keep your promise?. "My Son, run now. Go climb the hill!" asked the princess to her son. The son **obeyed** his mother. He ran fast and climbed the hill.

Suddenly day turned dark and the rain fell down heavily. Slowly the area was flooded. **Amazingly** the princess slowly changed back into a goldfish. Toba tried to save himself. Unfortunately water was getting higher. Soon, the place was turned into a big lake. People then named it as Toba Lake.

And now let's answer the questions :

1. What did Toba like to do in his spare time?
   a. Gone hunting
   b. Working in farm
   c. Gardening
   d. Fishing
2. He prepared a big jar and put some water in it. What does it refer to?
   a. To put the water
   b. To clean up the jar
   c. Put the gold fish in it
   d. For fishing
3. Toba was furious. What does furious mean?
   a. Diligent
   b. Moral
   c. Angry
   d. Bad
4. Why the princess asked Toba not tell their son about her past?
   a. It was a good story
   b. Something terrible will happen
   c. They gone fishing
   d. It was a mistake
5. Where the Princess lived after married?
   a. In the lake
   b. Toba's house

c. In the hill
d. Besides the river

6. Why the princess said that it was very dangerous?
   a. It's a bad day
   b. Because she was once a fish
   c. Because she is a princess
   d. It's a great news
7. What happen before the Princess left the house?
   a. She take care her son
   b. she cook some food
   c. she didn't cook anything
   d. a and b was true
8. Is the Princess cooked some food before they left the house?
   a. No, she wont
   b. She didn't
   c. Yes, she didn't
   d. Yes, she did
9. What happen after the Princess left the house?
   a. The boys didn't no where his mother
   b. Toba got angry
   c. They boy didn't eat at all
   d. Toba eat all the food
10. Is the boy eat all the food?
   a. No, he wont
   b. No, he didn't
   c. Yes, he didn't
   d. Yes, he did
11. Is the son **obeyed** his mother?
   a. No, he wont
   b. No, he didn't
   c. Yes, he didn't
   d. Yes, he did
12. Is Toba tell her son about her mother?
   a. No, he wont
   b. No, he didn't
   c. Yes, he didn't
   d. Yes, he did
13. Why Toba didn't keep his promise?
   a. He was confuse
   b. He was really angry

c. He didn't eat anything
d. Climb the tree

14. What happen to the Princess son?
    a. Walk away
    b. Disappear
    c. Climb the hill
    d. Run away
15. What happen last?
    a. The place was turned into a big lake
    b. they all survive
    c. its slowly rain
    d. the place aren't flooded
16. a **beautiful** girl was cooking some food.
    The bold word same meaning with…?
    a. good girl
    b. pretty
    c. smart
    d. well known
17. You're such a **greedy** son!
    Underlined word close meaning to?
    a. Angry
    b. Mad
    c. covetous
    d. hungry
18. Word **obeyed** synonym with?
    a. Free
    b. Follow
    c. Going to
    d. Faithful
19. **Amazingly** the princess slowly changed back into a goldfish
    The synonym of underlined word is…
    a. Nice
    b. Awesome
    c. Wonderfulness
    d. Wondering
20. What is the moral lesson of the story ?
    a. We need to care each other
    b. Don't break your promise
    c. Don't keep the anything secret
    d. Be humble

Appendix 3. Students' Result in Post -Test

INSTRUMEN PENELITIAN

JUDUL: The Effectiveness of Legend Story "Toba Lake" Towards Students' Reading Comprehension Skill at SMP Negeri 19 Makassar.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada Program Strata satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa di ucapkan terima kasih.

Nama :.....

Nis :.....

Kelas :.....

Petunjuk Pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Jawablah dengan benar!

Read the story then answer the following questions!

LAKE OF TOBA

There was a farmer. His name was Toba. He was a **diligent** farmer. In his spare time, Toba loved fishing. Toba was **rowing** his sampan in the river. He hoped he could catch some fish for his dinner. Suddenly, he felt he caught something. He caught a big goldfish. He was so happy.

At home he prepared a big jar and put some water in it. In the morning, Toba woke up happily. Suddenly he smelled something nice from the kitchen. In his kitchen, a **beautiful** girl was cooking some food. The girl stopped and talked. "Don't be afraid. I'm a princess. Since then the princess lived in Toba's house. They fell in love. Later they got married. Nine months later, they had a baby boy. The princess asked Toba not **tell** their son about her past. She said it was very **dangerous** if their son knew that his mother was once a fish. One day Toba just finished working in the rice field. His wife was not at home. There was only their son. "Where's your mother?" asked Toba "She's still in the market, I guess." "Did she cook some food before she left?" "She did, but I have already eaten it," said the son. "And you didn't spare some food at all?" asked Toba. "No, I didn't!" Toba was furious. He was really angry!. "You.. what?! You ate all the food?! You're such a **greedy** son! Maybe you got it from your mother!". "What do you mean, Father?" "Your mother was a fish!!" yelled Toba . He forgot his promise. The boy ran fast to find his mother. When he finally met her, he asked her. "Mother, Father told me that you were a fish. Is that

true?." The princes could not believe what she heard. She **rushed** to the house to see her husband. "Why didn't you keep your promise?. "My Son, run now. Go climb the hill!" asked the princess to her son. The son **obeyed** his mother. He ran fast and climbed the hill.

Suddenly day turned dark and the rain fell down heavily. Slowly the area was flooded. **Amazingly** the princess slowly changed back into a goldfish. Toba tried to save himself. Unfortunately water was getting higher. Soon, the place was turned into a big lake. People then named it as Toba Lake.

And now let's answer the questions :

1. What did Toba like to do in his spare time?
   a. Gone hunting
   b. Working in farm
   c. Gardening
   d. Fishing
2. He prepared a big jar and put some water in it. What does it refer to?
   a. To put the water
   b. To clean up the jar
   c. Put the gold fish in it
   d. For fishing
3. Toba was furious. What does furious mean?
   a. Diligent
   b. Moral
   c. Angry
   d. Bad
4. Why the princess asked Toba not tell their son about her past?
   a. It was a good story
   b. Something terrible will happen
   c. They gone fishing
   d. It was a mistake
5. Where the Princess lived after married?
   a. In the lake
   b. Toba's house

c. In the hill
d. Besides the river

6. Why the princess said that it was very dangerous?
   a. It's a bad day
   b. Because she was once a fish
   c. Because she is a princess
   d. It's a great news
7. What happen before the Princess left the house?
   a. She take care her son
   b. she cook some food
   c. she didn't cook anything
   d. a and b was true
8. Is the Princess cooked some food before they left the house?
   a. No, she wont
   b. She didn't
   c. Yes, she didn't
   d. Yes, she did
9. What happen after the Princess left the house?
   a. The boys didn't no where his mother
   b. Toba got angry
   c. They boy didn't eat at all
   d. Toba eat all the food
10. Is the boy eat all the food?
   a. No, he wont
   b. No, he didn't
   c. Yes, he didn't
   d. Yes, he did
11. Is the son **obeyed** his mother?
   a. No, he wont
   b. No, he didn't
   c. Yes, he didn't
   d. Yes, he did
12. Is Toba tell her son about her mother?
   a. No, he wont
   b. No, he didn't
   c. Yes, he didn't
   d. Yes, he did
13. Why Toba didn't keep his promise?
   a. He was confuse
   b. He was really angry

c. He didn't eat anything
d. Climb the tree

14. What happen to the Princess son?
    a. Walk away
    b. Disappear
    c. Climb the hill
    d. Run away
15. What happen last?
    a. The place was turned into a big lake
    b. they all survive
    c. its slowly rain
    d. the place aren't flooded
16. a **beautiful** girl was cooking some food.
    The bold word same meaning with…?
    a. good girl
    b. pretty
    c. smart
    d. well known
17. You're such a **greedy** son!
    Underlined word close meaning to?
    a. Angry
    b. Mad
    c. covetous
    d. hungry
18. Word **obeyed** synonym with?
    a. Free
    b. Follow
    c. Going to
    d. Faithful
19. **Amazingly** the princess slowly changed back into a goldfish
    The synonym of underlined word is…
    a. Nice
    b. Awesome
    c. Wonderfulness
    d. Wondering
20. What is the moral lesson of the story ?
    a. We need to care each other
    b. Don't break your promise
    c. Don't keep the anything secret
    d. Be humble

Appendix 4. The Students' Pre-test and Post-test, the Gain and the Square of the Gain

No	Name of Students	Pre – test	Post – test	Gain D	D^2
(1)	(2)	(3)	(4)	(5)	(6)
1	Abiansyah Putra Amir	4	6	2	4
2	Adella Purnawirawati	5	7	2	4
3	Adi Mawardi	5	8	3	9
4	Adilla Febi	5	7	2	4
5	Alfian	4	6	2	4
6	Andi Fitri	5	7	2	4
7	Anggie Putri	6	8	2	4
8	Annisa	4	6	2	4
9	Anugerah A.	4	6	2	4
10	Darmansyah	6	8	2	4
11	Evita Mega	4	6	2	4
12	Farhan Jannati	5	8	3	9
13	Fauqia Azizah	7	10	3	9
14	Ibnu Alif	5	7	2	4
15	Indira Rahdani	4	7	3	9
16	Ita Permata Sari	6	9	3	9
17	Lady Learny	4	6	2	4
18	Martina Nur Talib	5	8	3	9
19	Mayrizka Intan.	4	7	3	9
20	Muh. Aldin	6	9	3	9
21	Muh. Alifal Fadli	5	7	2	4
22	Muh. Hamed	5	8	3	9
23	Muh. Iqbal	4	6	2	4
24	Muh. Reza	5	7	2	4
25	Muh. Rezky Pramata	6	8	2	4
26	Muh Ridwan	4	7	3	9

(1)	(2)	(3)	(4)	(5)	(6)
27	Muh. Tauhid	5	7	2	4
28	Muh. Adnan	4	7	3	9
29	Muh. Akil	5	7	2	4
30	Nurmiati Ningsih	4	6	2	4
31	Nurul Faidah	7	10	3	9
32	Rahmiana	5	8	3	9
33	Risky Nur. Awalia	4	8	4	16
34	Riswandy	4	8	4	16
35	Rosmini	6	8	2	4
36	Sri Devi Fahri	7	10	3	9
37	Suraeda Nur	5	7	2	4
38	Wahyudi	6	8	2	4
39	Awang	5	7	2	4
40	Siti Hafifah	7	10	3	9
Total		201	300	99	259
Mean Score		5.025	7.5	2.475	6.475

Appendix 5.The Distribution of Critical Values-t

df	Level of Significance					
	0.20	0.10	0.05	0.02	0.01	0.001
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.	3.078	6.314	12.706	31.821	63.657	636.619
2.	1.886	2.920	4.303	6.965	9.925	31.598
3.	1.638	2.353	3.182	4.541	5.841	12.924
4.	1.533	2.132	2.776	3.747	4.604	8.610
5.	1.476	2.015	2.571	3.365	4.032	6.869
6.	1.440	1.945	2.447	3.143	3.707	5.959
7.	1.415	1.895	2.375	2.908	3.499	5.408
8.	1.397	1.860	2.306	2.896	3.355	5.041
9.	1.383	1.833	2.262	2.821	3.250	4.781
10.	1.372	1.812	2.228	2.764	3.169	4.587
11.	1.363	1.796	2.201	2.718	3.106	4.437
12.	1.356	1.782	2.179	2.681	3.055	4.318
13.	1.350	1.771	2.160	2.650	3.012	4.221
14.	1.345	1.761	2.145	2.624	2.977	4.140
15.	1.341	1.753	2.131	2.604	2.947	4.073
16.	1.337	1.746	2.120	2.583	2.921	4.015
17.	1.333	1.740	2.110	2.567	2.898	3.965
18.	1.330	1.734	2.101	2.552	2.878	3.922
19.	1.328	1.729	2.093	2.539	2.861	3.883
20.	1.325	1.725	2.086	2.528	2.845	3.850
21.	1.323	1.721	2.080	2.518	2.831	3.819
22.	1.321	1.717	2.074	2.505	2.819	3.792
23.	1.319	1.714	2.069	2.500	2.807	3.767
24.	1.318	1.711	2.064	2.492	2.797	3.745

To be continued

continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)
25.	1.316	1.708	2.060	2.485	2.787	3.725
26.	1.315	1.706	2.056	2.479	2.779	3.707
27.	1.314	1.703	2.050	2.473	2.771	3.690
28.	1.313	1.701	2.048	2.467	2.763	3.674
29.	1.311	1.699	2.045	2.462	2.756	3.659
30.	1.310	1.697	2.042	2.457	2.750	3.646
31	1.309	1.695	2.039	2.455	2.746	3.640
32	1.308	1.693	2.036	2.450	2.740	3.638
33	1.307	1.691	2.033	2.449	2.736	3.635
34	1.306	1.659	2.030	2.447	2.730	3.630
35	1.305	1.658	2.029	2.445	2.726	3.625
36	1.304	1.657	2.028	2.440	2.720	3.599
37	1.303	1.656	2.027	2.439	2.718	3.588
38	1.302	1.655	2.025	2.435	2.714	3.576
39	1.301	1.654	**2.024**	2.430	2.710	3.560
40.	1.399	1.684	2.021	2.423	2.704	3.551
60.	1.296	1.671	2.000	2.390	2.660	3.460
120.	1.289	1.658	1.980	2.355	2.617	3.373

http:/www/westga.edu/ distributioncriticalvalue-t/tsid001.htm).